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NO. 2

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THE MODERN WOMAN

ELIZABETH CHESLEY BAITY



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CHAPEL HILL

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THE UNIVERSITY OF NORTH CAROLINA PRESS

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1937

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## INTRODUCTION

"Analyse and plan your leisure precisely as you analyse and plan a career. Beware of thinking of it as idle time. Beware of appraising it as worthless time. It may turn out to be worth more to you than all the hours spent on bread and butter."

Walter B. Pitkin, *New Careers for Youth*.

What is leisure? To the average person it represents that surplus of time that everyone has but himself.

Does the average housewife have this desirable surplus of time? She does not think so. Witness the case of Mrs. A., who comes by chance upon a copy of Dr. Lorine Pruette's book, *Women and Leisure, a Study of Social Waste*.

Mrs. A. thumbs through the pages and falls upon the statement with which Dr. Pruette concluded her study: "Work is a very good thing and women have too much leisure." Mrs. A. puts down the book in indignation.

"Too much leisure; Why, the very idea! I haven't even time to breathe!"

She mentally reviews her day: the morning spent in ordering the food, planning the day's meals, picking up things, answering the telephone, directing the activities of that inefficient cook! Then in the afternoon there is always something to do: errands to run, a bridge party, a tea, a matinée, or the children must be taken here and there.

To you Mrs. A.'s day may seem the acme of luxurious leisure, but to Mrs. A. it represents work, hard work, unappreciated work. Yes, Mrs. A. is very busy . . . yet, many of the things she does are decidedly leisure-time activities. Some of them she does because she thinks they have to be done. Others because, lacking any determined plan for the use of her leisure, she falls in with anything that meets her fancy. Still others are activities that, while necessary, might well be compressed into less time than they now occupy in her unplanned life. And so the unrecorded minutes run into hours, the hours into days, and Mrs. A. has wistful moments when she thinks about the things that she would like to do, if only she had the time.

Dr. Pruette puts the matter baldly: "A great many activities of a great many women are useless."

Dr. Myerson, who has written a book about Mrs. A. (*The Nervous Housewife*) blames Mrs. A.'s unplanned leisure for those headaches and backaches that she complains about, and for that listlessness and fatigue. Says Dr. Myerson:

"The human body is an instrument for the building up and discharge of energy. Unhappiness de-energizes. Profound de-energization may come from a failure of interest in one's work, a boredom due to monotony, a dropping out of enthusiasm from the mere failure of new stimulation, as occurs with loneliness. And an unexcelled combination of the conditions productive of neurasthenia is to be found in the loneliness, purposelessness and idleness of the average housewife's life." Dr. Myerson goes on to say that the housewife's job is actually more fatiguing than office work, due partly to the fact that household work still remains an unskilled art, following antiquated methods that are unnecessarily wasteful of human energy. But the chief reason the housewife's job is fatiguing, says Dr. Myerson, is that it is not socially satisfying, not because it makes too many demands on her talents, but because it makes too few. Here he agrees with another of Dr. Pruette's conclusions, that work, to be satisfying, must have an object the achievement of which brings a feeling of accomplishment and of personal value. And they agree that women need the fellowship of group work whenever possible, to offset the solitary nature of housekeeping.

Naturally, Mrs. A., even if she agrees with these conclusions, does not know what she can do about the matter. The following books were written with her problem in mind, and offer a variety of possible solutions. Some of the books suggest that home life may be so enriched that its maintenance will become a creative art. Others suggest that modern life has many fields of service of such magnitude that no woman can exhaust them in an active life-time.

It should be noted that John Erskine has written a little book viewing with alarm the damage that Mrs. A. does when she sets out to run the community without knowing what the real needs of the community are. This word of warning to Mrs. A. is taken from his book, *The Influence of Women, and its Cure*:

"In any society which is likely to evolve out of what we already have, the men will honor the woman who is a homemaker—and the woman who is a wage-earner. I hope women will honor them too.



A double tribute should be reserved for her who not only earns her living but also makes a home.

"But shall we in the future tolerate as we now do the women who are neither home-makers nor wage-earners? I hope we shan't, but there's no evidence as yet that we are alert to the danger. Agreeable women, most of them, full of good intentions, answering the call as they see it, to service and uplift. Self appointed guardian angels. . . I've been saying here that their influence should be taken away."



## CHAPTER I

### CONCERNING WOMAN AND HER PLACE

The strange quest upon which we have here set ourselves is the study of woman. In this quest we will need something of the detachment with which a scientist views some sea-creature just dragged up from the depths, as he asks himself: "What is it? What are its special characteristics and how were they developed? What is its place in nature's economy?" With some such questions in our minds, slightly confused since we are the creature as well as the scientist, we approach *A Short History of Women*, by John Langdon-Davies.

It is a strange story that he tells us. Side by side, men and women emerge out of savagery. Nomadic hunters and fishers learn to tame animals, to plant crops, to build permanent homes. A division of labor takes place, all very well unless it becomes an end in itself—as it does. Possessions multiply, and woman finds herself imprisoned among them. Add to economic dependence and extreme limitation of movement and opportunity the psychic burden of man's possessiveness, and you have—the weaker sex. Or did have, until a decade or so ago.

Yet there were periods when women enjoyed the same educations and opportunities that men did, and acquitted themselves with equal distinction. Although this was not true of Greek women, Plato realized that Greece would have been greater if it had been true: "Nothing can be more absurd," he said, "than the practice which prevails in our own country of men and women not following the same pursuits with all their strength and with one mind, for thus the state, instead of being a whole, is reduced to a half."

Italian women before and during the Renaissance were admitted to the universities, where they could take the degrees offered to men, and become members of the faculties. One Cassandra Fedele was so distinguished that Louis XII of France, Isabella of Spain, and Leo X all tried to draw her to their courts. Other women enjoyed similar reputations for learning and attainments, and contributed greatly to the glory of the Renaissance.

Middle Europe, then as now, showed a disposition to exclude women from education, and this disposition grew stronger as the various nations became more nationalistic. Noble girls of the Middle

Ages were sometimes fortunate enough to get a convent education from nuns whose learning startles modern translators of their works. Such opportunities for women were brought to a tragic close when Henry VIII destroyed the convent schools, making no other provision for the education of women. He appropriated the revenues from these convents and founded men's colleges with the money. The nunnery of St. Radegund thus was destroyed to found Jesus College, Cambridge, while other nunneries were transformed into men's colleges at Oxford. From that time on, the position of women in English society fell steadily, until even the noblewomen had to see their talents wasted. Many of them must have agreed with the Duchess of Newcastle that "Women live like Bats or Owls, labour like Beasts, and die like Worms."

Whenever some enterprising woman wanted to do something out of the ordinary domestic run, she was usually reminded that whatever it was that she wanted to do was not woman's work. Woman, she was told, was designed only to take care of children, to cook, to scrub, and to sew. It was unnatural for her to wish to be a doctor, a nurse, an artist, or a scientist. She was reminded that women had not invented any of the things that made for civilized life.

The origin of these false ideas about women is traced in John Langdon-Davies' *Short History of Woman*. The survival of them is quite evident in the present laws of our own state, as can be seen in Mr. McGalliard's articles on the subject of woman and the law.

Other periodical articles listed here show the findings of modern science in regard to women. These findings absolutely disprove the idea that any great difference exists between the mentality and the innate abilities of men and women. They show that education and training create an apparent difference, and that vocational discrimination still sets its limitations on women. That it is, and will probably continue to be, harder for women to have both a home and a career than it is for men. But the findings of science give us the satisfaction of knowing that this difficulty is not due to any lack of ability on our part, but due to that special ability that represents the real difference between men and women.

## *Subjects for Study*

### 1. THE EVOLUTION OF WOMAN

*A Short History of Woman*, by John Langdon-Davies.

*Woman's Coming of Age*, by Schmalhausen and Calverton.

Trace briefly the history of woman's place in society. How did the idea originate of woman's inferiority to man? What factors have made this partly true?

Name the three necessities to woman's happiness that Langdon-Davies considers lost to the average woman of today.

#### *Periodicals:*

"Gay Feminism: French Women, with Polite Militancy, Fight for Ballot." *Literary Digest*, July 11, 1936.

"If Women Should Strike." *Literary Digest*, March 28, 1936.

"Sex and Achievement." *Forum*, Nov., 1935.

"Women Do Better." *Readers' Digest*, Nov., 1933.

### 2. THE NORTH CAROLINA WOMAN BEFORE THE LAW

McGalliard, H. W. "Woman and the Law"; and "Curtesy Is Not Dead," in *Popular Government*, Aug.-Sept., 1936.

McGalliard, H. W. "The Widow's Mite," in *Popular Government*, March, 1936.

Study the North Carolina laws with regard to the rights of women and children. What are the property rights of a married woman?

Explain what is meant by "dower" and "curtesy." What part of her husband's estate does the law give a childless widow? Discuss the common-law origin of these statutes, and show how they are no longer just. How does North Carolina rank in regard to the modernization of obsolete common-law principles?

If possible, study a copy of the December, 1936, report of the Commission on the Revision of the Laws of North Carolina Relating to Estates. Write William P. Hodges, Raleigh, or Frederick B. McCall, Chapel Hill.

#### *Additional Reference:*

"A New Intestate Succession Statute for North Carolina." *North Carolina Law Review*. Vol. XI, No. 4. June, 1933.

## CHAPTER II

### THE FEMINIST REVOLT

When Lucy Stone was born, a few hours after her mother had finished the routine task of milking eight cows, it was into a world that held women to be little better than slaves. Mrs. Stone sighed when they told her that her eighth child was a girl. "Oh dear, I'm so sorry," she said, "A woman's life is so hard!" This was in America, 1818. In England, only a few years earlier it had been a familiar sight to see a man leading his wife to market, a rope around her neck, there to sell her for what he could get, from three pence up. At this point our husbands may sigh for the good old days!

In 1818 married women did not have anything to say about the disposal of their own property. Perhaps they had plenty to say, but they had no legal backing in saying it. There was still a strong body of opinion to the effect that women were not people at all. As for educating them as boys were educated, the idea was shocking to most "right thinking" people.

It was fifteen years after the birth of Lucy Stone before the first college was opened to women students. Fifteen more before the first women's rights convention was held, in defiance of a scandalized world. A century from her birth before women gained the right to vote. It is the story of this century of struggle that Inez Haynes Irwin tells in *Angels and Amazons*, and Ida Harper Husted in *The Story of Woman Suffrage*. Margaret Lawrence, in *The School for Femininity*, tells the corresponding story of how women made their way into the profession of writing, the advance guard of the modern army of professional women.

That women had established their importance in the world of business before they won the right to vote is amusingly illustrated by the story of Woman's One Day Strike, which goes back some twenty-odd years to the early days of the New York suffrage campaign. The women who were fighting this campaign became very weary of the outworn phrase that "woman's place is in the home!" One day they announced to the world, "Very well, let all women stay in their homes for just one day—call it the One Day Strike!" This idea, never seriously meant to be carried out, was greeted with alarm by the very people who had most earnestly



agreed that home was just where women belonged. Letters by the hundreds poured in, from stores, offices, hospitals, schools, transportation agencies—all protesting that the One Day Strike would be a public calamity!

Psychologists agree that ancient feuds are best forgot. So in reviewing the bitter struggle that women have had to gain the right to live as human beings, it is well to remember two things. First, that many generous and far-sighted men have fought on the side of the feminists while many comfortably established and self-satisfied women have fought against them. Second, that the right of women to live as human beings is only one part of a much greater struggle that was never more bitterly fought than today: the right of the poor to an education, to decent working conditions, and to a share in the profits created by their labor.

### *Subjects for Study*

#### 1. THE WOMEN NOVELISTS TAKE UP ARMS

*The School of Femininity*, by Margaret Lawrence.

The pioneers: Briefly review Mary Wollstonecraft's life and her writings. How was she influenced by the times? By her own love affairs? What was her program for women? In how many phases of it has time vindicated her?

Briefly compare Mary Wollstonecraft with Jane Austen, the Brontë sisters, George Eliot, Olive Schreiner, as to artistic craftsmanship, attitude towards the world, and use of propaganda. See Chapter IV in Virginia Woolf's *A Room of One's Own*, and compare your conclusions, and Miss Lawrence's, with Mrs. Woolf's. Contrast the style of these two writers. Discuss any other phase of Miss Lawrence's survey of women writers.

#### 2. ANGELS AND AMAZONS IN AMERICA

*Angels and Amazons*, by Inez Haynes Irwin.

Tell the story of the fight to open schools and colleges to women.

How women won the vote: the forces against them; read the account of "The night of terror"; one vote turns the tide; describe the women who were the leaders in this fight.

Women's clubs: the story of their growth; their present extent; why are they not as effective as they might be?

## 3. FEMINISM IN JAPAN AND RUSSIA

*Facing Two Ways*, by Shidzué Ishimoto.

Discuss the customs of feudal Japan in regard to marriage and divorce, the education of girls, the property rights of wives. What happened to these customs when feudal Japan became industrialized?

Describe the lives of the workers in the mines.

What brought about the social awakening of the Baroness Ishimoto? How did she train herself for service? What sacrifices did she make in her personal life?

Briefly trace the history of the feminist movement in Japan and the part that the Baroness Ishimoto played in it.

*Women in Soviet Russia*, by Fannina W. Halle.

Discuss the social position of Russian women before and after the Revolution. What changes did the Revolution make in regard to marriage and divorce, women in industry, home and family?

*Additional References:*

Buck, Pearl. *The Mother*.

Gilman, C. P. *The Living of Charlotte Perkins Gilman*.

Pankhurst, E. Sylvia. *The Life of Emmeline Pankhurst*.

Yeager, Frances. *Jungle Woman*.

### CHAPTER III

## WOMEN AND GOVERNMENTS

The rise of Fascism in Europe means the decline of feminism, because Fascism believes with Hitler that "There is no higher or finer privilege for a woman than that of sending her children to war." In order to leave her free to concentrate on this high privilege, Fascism takes all other privileges from her. Hitler places "mental development" at the very end of the list of the points to be included in a German woman's education. Herr von Papen, after urging women "to exhaust themselves" in raising children for war, adds somewhat needlessly that woman's place is in the home, her duty the recreation of the tired warrior.

In keeping with this policy, German women have been systematically retired from their jobs, and pushed back into the kitchen and the nursery. They are permitted to form only a small percentage of the student body in colleges and universities, and have no voice in the government. This means that for thousands of women there is no choice between starvation and becoming a professional in the recreation of tired Nazi officers.

In view of the Fascistic control of Italy, Germany, and most of the smaller Balkan states, and of its probable victory in Spain, it is time that women everywhere became familiar with the aims and methods of Fascism. In John Spivak's *Europe Under the Terror* we see these aims and methods as they exist in Europe. In Sinclair Lewis's fantasy *It Can't Happen Here* there is a picture, altogether too plausible for the reader's comfort, of how this type of government might gain control in the United States. Perhaps his novel presents too lurid a scene, but after reading Hilda Phelps Hammond's *Let Freedom Ring*, one is inclined to agree that it *can* happen here. Mrs. Hammond's book makes sober reading. One does not like to speculate on the probable reasons why the Senate of the United States was afraid to oust the Senator from Louisiana, whose election was proved to be a fraud by thousands of witnesses. Mrs. Hammond's book omits many of the incidents of gangster politics that have been published elsewhere, and can be classed as a conservative statement of affairs.

The picture of women under Communism, as described in Fannina W. Halle's book, *Woman in Soviet Russia*, is as different as can be

from the picture of women under Fascism. Our American journalist, Walter Duranty, said in a recent article in the *New York Times Magazine* that the present generation of Russian girls will go far towards reaching true equality with men. In Russia half the medical students are women, and other professions long held to be the strongholds of men have been opened to women.

In our own democratic government women are functioning with such efficiency that women senators, governors, and cabinet members are no longer a nine-days wonder. Madam Secretary Perkins and Josephine Roche are especially outstanding because of their efforts to help the underprivileged workers. Ruth Bryan Owens has just proved that a feminine ambassador may prove too acceptable as a woman to long remain a Foreign Minister.

### *Subjects for Study*

#### 1. FASCISM CONQUERS LIBERTY IN EUROPE

*Europe Under the Terror*, by John L. Spivak.

Italy and Fascism: What is Fascism, and who are its financial backers? What are its methods? Its attitude towards the workers? What is the condition of the majority of the people under Fascism, and what connection has this with the conquest of Ethiopia?

Germany and the Nazi: Discuss the rise to power of the Nazi party, its backers, its methods of meeting opposition. Compare the anti-Semitism of the Nazi with the Ethiopian campaign of the Fascists as to motives and probable results. What is the condition of German workers and peasants? What will the organized workers do in the event of a war with the Soviet Union?

Where else in Europe do Fascistic governments exist, and what do they do for the people?

#### 2. CAN FASCISM COME TO AMERICA?

*It Can't Happen Here*, by Sinclair Lewis.

Outline the events that brought about the election of Buzz Windriff. How did Doremus Jessup, representing the liberal small newspaper editor, fare under the dictatorship? Compare the methods used by Buzz and his Minute Men with those used to support the dictatorship in Italy and Germany. What forces were back of Buzz?

Do you think that the events suggested in this novel are completely impossible in the United States?

## 3. LOUISIANA WOMEN FIGHT FOR HONEST GOVERNMENT

*Let Freedom Ring*, by Hilda Phelps Hammond.

Explain how Huey Long gained his following, and the dummy candidate device by which he seated his henchman in the United States Senate; how Long stumped Republican states during the Senate Committee investigation in Louisiana, and the results of the federal investigation.

Tell how the Woman's Committee was formed, how it sold its treasures in order to send a representative to Washington, and with what results.

Has the situation in Louisiana been changed by the death of Huey Long?

*Additional References:*

Schuman, Frederick. *The Nazi Dictatorship*.

Shotwell, James T. *On the Rim of the Abyss*.

Strachey, John. *The Menace of Fascism*.

*Periodicals:*

"When Women Get Together at the Polls." *Good Housekeeping*, Sept., 1936.

"The Robes of the Kingfish." *Colliers*, Nov. 23, 1935; *Reader's Digest*, Jan., 1936.

"Women's Ways in Politics." *Woman's Home Companion*, June, 1935. *Reader's Digest*, July, 1935.

"X Marks the Spot." *Pictorial Review*, May, 1935.



#### CHAPTER IV

### WAR AND WOMANKIND

In the autobiography of the distinguished American journalist and novelist, Mary Heaton Vorse, we have a picture of war-ruined Europe which shows clearly that no one wins a war. Everyone loses, the victor hardly less than the vanquished. When Mrs. Vorse was in Europe at the beginning of the war, she thought that European women might get together to stop the barbarous struggle that was destroying everything that women work and suffer to create. But as time passed, and as she observed women in Europe and America, she came to the conclusion that women fall under the mass hypnotism of war propaganda as easily as men do. That is to say, at the first sound of the war-drums, intelligence gives way to emotion, and to a type of emotion that is extremely dangerous today.

Vera Brittain's book, *Testament of Youth*, shows that the young men on both sides of the conflict had been led to believe that they were protecting their homeland against a ruthless enemy. Twenty years later we know that the 8,000,000 boys and men who died in the war, and the 21,000,000 who were wounded, all suffered as a vain sacrifice to the selfish plans of the warlords, the politicians, and the munitions manufacturers. The war to make the world safe for democracy has resulted in the virtual death of democracy in Europe. And, as is shown in Julius Pratt's pamphlet, *Friends or Enemies*, the war did not even turn out to be good business! The American bankers who had loaned one and one-half billion dollars to the Allies helped push us into a war that cost us thirty-one billion dollars.

The distinguished historian Dr. James T. Shotwell has written a book in which he says that one more war will push civilization over the abyss. A good many observers believe that "tomorrow's war" has already begun, in the struggle in Spain between Fascism and Socialism. The next war will show many diabolic improvements over the last one: it will begin without warning, will show no mercy to the civilian population, and will be a fight to the finish—or so European observers tell us. Stripped of its propaganda, the war will be the death-struggle between Fascism, backed by the big industrialists, and the Communism of organized workers—the struggle that has recently made a shambles of Spain.



The experience of Mary Heaton Vorse, Jane Addams, and Lillian Wald proves that once a war has begun, it is usually too late to make a fight for peace. The books and bulletins on this list show how women may work for peace before it is too late.

However, it was not only the war in Europe that Mary Heaton Vorse observed and reported. Her books shows that the Four Horsemen of the Apocalypse—Conquest, Famine, Plague, and Death—ride not only in Europe but also in the steel, coal, and textile areas of our own country. Her account of the labor troubles in these areas proves how hard it is for the public to learn from its newspapers the truth behind strikes.

In short, her book suggests to us that the world is not yet perfect. "We will have to wait until Wednesday"—but there is much for women to do between now and Wednesday.

### *Subjects for Study*

#### 1. WAR AND WOMANKIND

*Testament of Youth*, by Vera Brittain.

Vera and her father disagree on the subject of university training for a girl; what changed his mind? Tell something about her university work.

What did the war do to her generation?

Mention briefly: her work with the feminist group, her travels in Europe after the war, her conclusions about women as peace workers, her professional work.

*Friends or Enemies?* by Julius W. Pratt.

Compare the conclusions of this impersonal study of war with those that Vera Brittain reached after her war experience.

Explain what the League of Nations and the World Court are and why America should support their work. Briefly review the causes of our past wars, and compare them with the recent wars of Japan and Italy as to purpose and justification.

Why is it "partly our fault that most of the European nations that owe us money have stopped paying"? Why was the war unsuccessful from a business standpoint as well as from a human one?

#### *Additional References:*

Beard, C. A. *The Devil Theory of War*.

Ertz, Susan. *Woman Alive*.

Millard, Shirley. *I Saw Them Die*.

Millis, Walter. *Road to War*.

Shotwell, J. T. *On the Rim of the Abyss*.

## 2. THE FOUR HORSEMEN IN AMERICA

*A Footnote to Folly*, by Mary Heaton Vorse.

*Strikes*, by Joseph Senturia.

What is the underlying purpose of *A Footnote to Folly*? Briefly mention the childhood and education of the author, and the events that enlisted her sympathy for the workers.

Sketch: The farmer who wanted to read the Declaration of Independence to the workers, how one woman became a labor organizer, the deaths of Sacco and Vanzetti, the children's Christmas party. Read the final two pages of the book. What has Mrs. Vorse to say about tomorrow's war? (See pages 52, 84, 125, 128, and 204.)

Strikes: What is a strike? Collective bargaining? Explain the difference in motives and results between national unions and company unions. Why do workers prefer national unions?

Strike tactics: Explain and illustrate strike tactics and employer's tactics. Comment upon the troubles caused by the use of militia or armed guards to protect company property during strikes. Answer the questions at the end of the pamphlet.

*Additional References:*

Ogburn, William. *You and Machines*.

Crichton and Senturia. *Business and Government*.

De Nood, Neal. *Jobs or the Dole?*

*Periodicals:*

"Who Wants War?" *Good Housekeeping*, Feb., 1936.

"Detour Around War." *Reader's Digest*, Jan., 1936.

"War Is Never Inevitable." *Collier's*, May 2, 1936.

"Notes on the Next War." *Esquire*, Sept., 1935; *Reader's Digest*, May, 1936.

"Men Like War." *Harper's*, July, 1935. *Reader's Digest*, Aug., 1935.

"Arms and the Men." *Fortune*, March, 1934; *Time*, May, 1934.

## CHAPTER V

### WOMEN IN SCIENCE AND AVIATION

Away back in the twelfth century there was a nun named Hildegarde who in precise Latin made notes about scientific facts that any dictionary will tell you were discovered by men of the fifteenth or later centuries. Hildegarde knew, for instance, that the earth traveled around the sun, although she lived three centuries before Galileo had his little altercation with the church fathers about it. She knew that blood circulates through the body, as Harvey "discovered" it to do three centuries later. She reasoned that the seasons must alternate in opposite sides of the earth, although this was long before the first European explorer mopped his brow during a hot South American Christmas.

Saint Hildegarde had many women successors in science. Some of them scaled mountain peaks in search of rare plants. Others pounded up herbs or minerals, or slipped out of bed at night in order to solve a mathematical problem. The story of these odd ones, as their families considered them, may be read in H. I. Mozan's fascinating account, *Woman in Science*.

Two conclusions strike the reader of this volume. One is that women scientists are given to turning from pure research to the practical application of their discoveries to human life. This is what Miss Ormerod did in England, neglecting a brilliant career in entomology in order to turn all of her attention to teaching farmers how to fight the insect pests that harvested their crops. It is what Mary Ellen Richards did in American when she turned her back on research and fought and worked for sanitation legislation and thus carried the benefits of science into the lives of those about her.

A second conclusion that strikes the reader, especially the feminine reader, of this book is that a queer anonymity tends to descend upon the origin of any invention or discovery made by a woman. Credit frequently goes to a brother or husband working in the same field. "Herschel's comet," for instance, was discovered not by Sir William but by his constant co-worker, his sister, Caroline. But try to find Miss Caroline's name in an astronomy book! And while you are looking for it, also look for the names of the women who discovered 7,000 of the 7,600 variables, or flickering stars, credited to

Harvard University, although in this you will probably be slightly more successful. The most famous instance of this curious blindness was the French government's inability to see its way clear to offering Madam Curie the ribbon of the Legion of Honor, although it was well known that she deserved more than half the credit for the discovery of radium. Her husband refused to accept this honor that was not offered to his wife. His generous attitude was not shared by the members of the Academy of Sciences, who did not offer Madam Curie a place in the Institute until it had become an international scandal.

Not that these two conclusions have much bearing on this discussion, except to explain in part why we have to turn to the magazine articles listed below in order to catch a glimpse of present-day women scientists. By way of exception is Bernard Jaffe's *Outposts of Science*, which gives a very appreciative chapter to Maud Slye's work with mice to find the causes of cancer.

Towards the end of the nineteenth century, when women shuddered at the mention of legs and fainted at the thought of a mouse, Miss Mary Kingsley was exploring the African jungle in search of new plants. And with equal passion a French naturalist, Madam Coudreau, was paddling among the crocodiles in the uncharted rivers of South America. Two Victorian ladies, without a single shudder or fainting spell to their credit, they were capable of traveling in the jungle with savage bearers, but could not have voted for the village sheriff back at home.

Their spiritual descendants are legion. Amelia Earhart is certainly among them, and so is Phoebe Fairgrave Omlie, whose corps of women aviators have made flying safer for everyone by their work in establishing a set of air markers every few miles over the country. Anne Morrow Lindbergh disclaims the kinship, saying that she is not a modern woman, only the wife of a modern man, but the reader of her *North to the Orient* may not agree with the denial.

### *Subjects for Study*

#### 1. THE STORY OF WOMEN IN SCIENCE

*Woman In Science*, by H. J. Mozans.

Summarize woman's struggle for and her capacity for scientific learning.

Briefly review woman's contribution to the exact sciences: mathematics, astronomy, physics, chemistry.

What has been the nature of woman's work in the natural sciences, in medicine, and in invention?

Give the author's views as to the future of women in science.

## 2. MAUD SLYE AND HER MICE

*Outposts of Science*, by Bernard Jaffe.

Tell the story of how Maud Slye began her experiments with mice. Name the theories as to the cause of cancer that were disproved by her work. What are its results in terms of human life?

Mention the discouragements and the encouragements she received. Read part of her poem expressing the sacrifices and the satisfactions of the woman worker in science.

### *Periodical References:*

"Women in Science." *Science News*, Jan. 1936.

"Silent Partners to Aesculapius." *The Independent Woman*, March, 1936.

"What Every Woman Almost Knows." *Liberty*, Sept. 8, 1934; *Reader's Digest*, Dec., 1934.

## 3. ADVENTURES IN FAR PLACES

*Heads and Tales*, by Malvina Hoffman.

Tell the story of Miss Hoffman's education in art. What does she have to say about the special training that women sculptors must have, to put them on equal footing with men?

Describe Miss Hoffman's war work.

The Hall of Man: Why was Miss Hoffman selected for this gigantic undertaking? How long did she work, where did she go, what hardships did she encounter?

### *Additional Reference:*

Thomas, Lowell. *The Untold Story of Exploration*. (Many Kingsley's explorations in Africa are mentioned here.)

## 4. EXPLORATION BY AIR

*North to the Orient*, by Anne Morrow Lindbergh.

Briefly review the early attempts to find a northwest passage to the Orient. What was the purpose of the Lindbergh flight? Tell about the preparation for the trip.

Discuss Mrs. Lindbergh's part in the flight, and her reception in Alaska, Russia, Japan, and China.



*Periodicals:*

"Air Markers." *Time*, Aug. 24, 1936.

"Air Markers: Women Pilots Help Make Private Flying Safe." *News Week*, Aug. 22, 1936.

Roe, E. "Signs for Sky-ways; a Modern Job Three Girls Have Undertaken." *Christian Science Monitor Magazine*, Aug. 5, 1936.



## CHAPTER VI

### CRUSADERS AND SAINTS

"Even primitive savages tell their children the mythical exploits of their ancestors to stimulate their pride and activity. Women need saints and heroes as well as men."

Béran Wolfe, *A Woman's Best Years*.

The crusaders who led the feminist revolt paved the way for our twentieth century heroines of service. Jane Addams has been selected because of the far-reaching effect of her life in the service of people who did not know how to speak for themselves, or how to adjust their old-world customs to the bewildering life they found in America. The biography of Martha Berry is bracketed with the autobiography of Jane Addams because it shows that the native Americans who live beside us may be in as great need of understanding and help as the immigrants who do not speak our language. The autobiography of Belinda Jelliffe should puncture any smug convictions that one may have about the ease with which anyone who is willing to work for it may get an education today.

The magazine articles listed below give glimpses of the lives of many other women who deserve a place in any woman's gallery of saints. Florence Nightingale's work is fairly well known, and so should be the work of her modern follower, Lillian Wald, who founded the Visiting Nurse Service that has saved thousands of lives. More should be known about the Hill sisters of London, who first built model tenements and public playgrounds in London's slums. These women proved that the immorality and the high death rate in slums disappears to a surprising extent when good housing replaces the bad.

A biography of Elizabeth Fry, the London matron who first became indignant about the shocking conditions in prisons is a timely 1936 publication. She was one of those women who have taken part in the fight to give decent living conditions to those unfortunates who must be locked up in institutions of all kinds.

Every woman's heart warms to the work of Mrs. William Walrath of Evanston, Illinois, who has made it her job to place unwanted babies in homes where they are wanted. Mrs. Walrath began her work with no funds other than her own determination and enthusi-

asm. Today Evanston's "Cradle" has placed over seventy-eight hundred babies in homes where they are cherished, and has at the same time made some valuable contributions to the body of knowledge about the care and feeding of babies.

The books and magazines in this list foreshadow that book that has not yet been written—the story of woman's part in the long painful struggle against the dictates of the law of the jungle, and toward the higher law of understanding one another.

### *Subjects for Study*

#### 1. SHE SPOKE FOR THE INARTICULATE

*Forty Years at Hull-House*, by Jane Addams.

Discuss Jane Addams' education and the forces that led her to establish Hull-House. What does she say about the failure of education to provide social service outlets for young people?

Tell about the work done at Hull-House to recreate a slum community through education and play.

Discuss the fight for peace that Jane Addams made. Give Lillian Wald's estimate of the services that Jane Addams rendered to the world.

#### *Additional References:*

Linn, J. W. *Jane Addams*.

Addams, Jane. *My Friend Julia Lathrop*.

Addams, Jane. *The Long Road of Woman's Memory*.

Whitney, Janet. *Elizabeth Fry*.

#### 2. A TEACHER IN SEARCH OF STUDENTS

*Martha Berry, The Sunday Lady of Possum Gap*, by Tracy Byers.

Sketch briefly Martha Berry's early life. Compare her father's influence in forming her character with the influence of Jane Addams' father on his daughter. Compare the early training of the two women. What caused Martha Berry to begin her school for mountain children? Compare the methods used in the educational experimentation at Hull-House with those used at Berry College. What does Berry College do for adults?

Read aloud the comments of President Roosevelt and President Coolidge on Martha Berry's services to the South.

## 3. A WOULD-BE STUDENT FINDS NO TEACHERS

*For Dear Life*, by Belinda Jelliffe.

Describe Belinda's mother and father and their work. Tell some of Belinda's experiences in search of work that would pay her way through school. Give incidents in her hospital training; her nursing experiences. Do you not think that she succeeded after all in getting a real education? How true a picture does this seem of the difficulty that poor girls have in getting an education?

*Periodicals:*

"Children Wanted" (The work of Margaret Sanger). *North American Review*, Sept., 1926; *Reader's Digest*, Sept., 1936.

"The Good Neighbor" (Jane Addams). *Reader's Digest*, March, 1936.

"The Woman Who Never Gives Up" (Lillian Wald). *Forum*, Aug., 1936; *Reader's Digest*, Aug., 1936.

"The Hand that Rocks 'The Cradle'" (Mrs. Walrath). *Time*, May 20, 1935; *Reader's Digest*, Oct., 1935.

"Florence Nightingale." *Reader's Digest*, July, 1934.

## CHAPTER VII

### QUEST FOR ULYSSES

"How dull it is to pause, to make an end,  
To rust unburnish'd, not to shine in use!  
As tho' to breathe were life!"

Tennyson, *Ulysses*.

When considering the necessity for adult education one's mind is irresistibly drawn to the dreadful fate of the dinosaur. He grew, as you will remember, larger and larger and more and more distinctly a dinosaur and nothing else. Unlike our modern naval dreadnaughts he grew his own armor plate—he had to, as there were no tax-payers to support the armament-makers. At last he was practically perfect as a dinosaur.

But alas for well-laid Mesozoic plans! The times began to change. Dinosaur in his dim brain undoubtedly registered the complaint that things—the weather, the vegetation—weren't what they used to be, but the dinosaur made no effort to adjust. In ever-dwindling numbers, the dinosaurian old guard waited for times to come back to normal. Meanwhile our own insignificant ancestors observed and adjusted—and survived. Which gets us where we are, but guarantees nothing for the future.

Today conditions are changing with a rapidity that challenges man's adaptability as never before. We hope that Spengler and other historians are wrong in their conviction that the European world has already failed in adaptation and is on its way to join the dinosaur in obscurity. It is sometimes hard to sustain that hope in view of the twenty-two years of history that culminate in today's latest news bulletin. But however that may be, times are changing so fast that like Alice in Wonderland we have to run as fast as we can in order to stay where we are. Yesterday's education is not adequate for today's needs. But the adults who are re-educating themselves in regard to current events realize that a knowledge of world affairs is not enough. They are asking for education in music, philosophy, poetry, literature—in short, they ask for the arts and sciences that enrich life.

Many adults who would like to continue their education do not do so because they feel that they are too old to learn new skills.

To these hesitant ones science says that if the old dog doesn't learn new tricks, the blame must be laid squarely upon the laziness of the old dog. Tests have proved that although older people may not learn as quickly as the young those subjects requiring a parrot-like memory, they are compensated in others where experience and judgment count. Biographies of the distinguished men and women of the past show them continually acquiring new arts and skills as they grow older.

The following books discuss the various fields in which adult education is advancing. The South lags behind other sections in the list of organized adult activities. This fact indicates a program of action for those who enjoy becoming part of a significant new movement. The field is yours!

### *Subjects for Study*

#### 1. A BRINGER OF NEW THINGS

*Why Stop Learning?* by Dorothy Canfield Fisher.

Discuss the rise of the adult education idea in America and in Europe. Tell the story of the Danish Folk High Schools.

Evaluate the work of the following agencies: free libraries, university extension service, correspondence schools, night classes for workers, Y. M. C. A. and Y. W. C. A. activities.

Mention other activities that might enrich the life in your community. What can women's organizations do to further these activities?

*Adult Education in Action*, by Mary L. Ely.

Discuss the need for adult education and the agencies that are promoting it. How many of the agencies are available in your community? What subjects are most popular with adults?

Mention the criticism of some adult education methods. Comment on the articles of Charles A. Beard and Harry Elmer Barnes.

#### 2. HOW TO LEARN NEW SKILLS

*Streamline Your Mind*, by Dr. James L. Mursell.

Sum up what psychological tests have proved about the learning abilities of adults. What are the real obstacles to adult learning, and how may they be overcome?

List Dr. Mursell's suggestions for learning new mental and physical skills, and for learning to think, to write, and to talk effectively. Sum up his advice on how to make your imagination work for you.

## 3. MODERNIZING THE MENTAL POWER PLANT

*More Power to You!* by Walter B. Pitkin.

List Dr. Pitkin's suggestions for conserving energy. How many of his ideas can be applied to the problems of the homemaker? What does his book show as to the ability of the average adult to learn new skills and to increase his abilities and output?

Discuss: the effect of living habits on mental ability, rules of the human power-plant, rules of the work-shop, the art of attention, outwitting fatigue.

*Periodicals:*

"Turn Your Imagination Into Money." Condensed from Ray Giles's book of the same title, *Reader's Digest*, April, 1934.

"Ida Tarbell: A Spirited 76." *Herald Tribune Magazine*, Feb., 25, 1934; *Reader's Digest*, July, 1936.

"Your Mind Never Grows Old." *Reader's Digest*, Aug., 1936.



## CHAPTER VIII

### THE WIFE CHOOSES—THE JOB

Now and then, even in America, one still hears the old question "Should women attempt to combine marriage and a career?" But for many of the working homemakers who make up the nearly two-million strong army of working women in the United States the question is "Will I be given a chance to earn food and shelter and decent opportunities for myself and my family?" For others the question may be "Must I sit in idleness and waste my talents and training because I am a woman?"

What we are interested in now is not the homemaker's "right" to work, but the more practical question of how the woman who needs an outside job can find one and can combine it with her homemaking job. To meet this problem the Institute for the Coördination of Woman's Interests was established at Smith College some years ago. This Institute has found that part-time work for women with children past infancy is desirable, and can be combined with homemaking. The difficulty comes in finding the work, since society has not yet worked out means of using to advantage this part-time leisure of homemakers. For women who have been especially well trained in some professional field this difficulty is not as great as it is for the average woman.

The fact is that the average young woman shops for a profession with far less intelligence, comparatively speaking, than she puts into the search for a new hat. Out of five hundred girls who were asked in a recent survey to name the vocation they expected to enter, seventy-six per cent named teaching or secretarial work. Not, one suspects, that they yearned so passionately for either of these two methods of earning their daily bread, but because they knew of few others. A mature adviser could have told them two things: first, that these two fields are wretchedly over-crowded and frequently underpaid, and secondly, that neither occupation is very well suited to the part-time leisure of the homemaker.

Here is where modern education fails women. Following the traditional pattern set for men, it ignores the fact that in the average woman's life there is a period when marriage and baby-tending will break her contracts with the business world. The Smith

College Bulletins give valuable suggestions for bridging this gap. *Careers for Women*, listing one hundred and seventy-five professions open to women, again emphasizes the necessity for special training for women. Pitkin's *New Careers for Youth* has additional ideas on the subject of today's preparation for a job that may not be found this year or next, and might never be found without today's preparation.

The practical details of combining homemaking and jobs are studied in Virginia Collier's survey of a hundred representative women who are wives, mothers, homemakers, and professional women all at once. It is especially interesting to see the pride that the children of these women take in their mother's work.

### *Subjects for Study*

#### 1. FINDING A VOCATION

*Careers for Women*, by Catherine Filene.

Indicate the variety of positions that women have successfully held. Make a special list of the jobs that might be combined with homemaking, a second list of the jobs that might be available to women in your district.

What facilities are there in your community for the training of girls and women? What health and educational activities that could utilize part-time workers?

*Free-Lance Writing as an Occupation for Women*, by Alma Luise Olson.

Discuss the training necessary for the following jobs and their special advantages and disadvantages as women's part-time work: free-lance writing, fiction, special articles, newspaper work. Summarize the general information for writers.

*Women in Architecture and Landscape Architecture*, by Henry A. Frost.

Discuss the training a woman architect should have. What special advantages has this work for the part-time worker?

#### 2. WHAT PRICE—CAREERS?

*Marriage and Careers*, by Virginia Collier.

Why did these homemakers turn to careers? What types of work seem to combine most successfully with homemaking? What part does training play? List the jobs mentioned that could be found in your town.

Tell something about the families of these women, how the children and the homes were cared for, what the husband and children thought about the outside work of the mother.

Discuss the conclusions of this study: what conditions are considered essential to the successful combination of marriage and careers?

*The Coöperative Nursery School*, by Ethel Puffer Howes and Dorothea Beach.

What does a nursery school offer to the children and to their mothers? Outline the general program and policy of the Northampton Coöperative.

Following the example of this group, how could parents in your town set about organizing a coöperative nursery school? Discuss the financial plans, the personnel, and the assistance from mothers.

Mention the other types of nursery schools discussed in this study.

### 3. TODAY'S PREPARATION FOR TOMORROW'S JOB

*New Careers for Youth*, by Walter B. Pitkin.

Give a brief discussion of Mr. Pitkin's analysis of the changing opportunities for work. Name the new fields of work that he discusses.

Summarize his suggestions for planning a career. Read his plan for learning to work with people. What are his suggestions to prospective teachers, writers, personnel workers?

What ideas has he to help the small town woman create her own job?

List the vocations that he warns the reader against. Read the general summary of the principles to be followed in choosing a vocation.

### 4. HOLDING THE JOB

*Manners in Business*, by Elizabeth Gregg MacGibbon.

The job hunt: The importance of personal appearance, a plan for dressing, information the job-hunter should have on tap.

Holding the job: Parcel-checked emotions, "Marriage plus work," getting along with co-workers, getting ahead in the job.

Quote this author on the results of the lack of vocational guidance.

## CHAPTER IX

### THE HOMEMAKER AND HEALTH

The books used in this chapter are practical guidebooks. They make it clear that there is no royal road to health for the modern woman and her family. They offer worthwhile suggestions for the formation of habits and attitudes that will promote health and a good disposition. Since the formation of these habits is a painful or at least a troublesome process, we humans seem to prefer indifferent health to the bother—a fact of considerable value to our doctors.

The books listed below differ from the old-style handbook of health in their emphasis upon the steps the community must take to safeguard public health. These steps include protection from the all-too-common sources of disease, such as impure water, uninspected food supplies, and other carriers of infection. To allow disease to go forth unchecked from these sources, and then to treat the cases that develop, has a lot in common with the practice of locking the stable after the horse has been stolen. Yet of the three and one-half billion dollars spent annually in the United States for medical care, only three and three-tenths per cent goes to public health work that could largely prevent the spread of disease. The other ninety-six and seven-tenths per cent goes to the curing of the disease, and—as everyone knows—is tragically too late in many cases.

Paul de Kruif, in *Why Keep Them Alive?* asks why it is that children die when a few cents might save their lives, and why they are allowed to starve when the government pays farmers to destroy livestock and crops. His answer to this question is that he, and you, and I are responsible, because we do not trouble ourselves to learn how these things might be prevented.

Some day it will be realized that individual good health will be most surely preserved by those measures that preserve the health of the community at large. Perhaps the time will come when health officers will make periodic surveys of private homes, as health surveys are now made in the most progressive schools. Facing the homemaker with a stern eye, pencil poised to mark down her shortcomings, the health officer may ask some of the questions listed below.



But that day, unfortunately, is not yet. Every woman must be her own health officer within the home, and voluntarily adopt those measures that are considered wise. Better sanitary provisions in the community must be urged, as they will be enforced more quickly when women themselves realize the need for them.

### *Subjects for Study*

#### 1. PLANNING THE HEALTH PROGRAM

*A College Textbook of Hygiene*, by D. F. Smiley and A. G. Gould.

Discuss the scientific choice of foods, with reference to cost, digestibility, and other considerations mentioned in Chapter 13.

Discuss Chapter 16. Summarize the material on the cause and prevention of mental illness, on the hygiene of sleep, on the choice of exercise. List the health habits that are especially recommended, and the constructive mental attitude.

Public health service: What precautions does your community take in regard to pure water, safe milk, and the prevention of communicable diseases? The North Carolina State Board of Health will send *The Health Bulletin* on request; study the work of this organization.

#### 2. NEW METHODS OF MEETING THE COSTS OF ILLNESS

*The Layman's View About the Costs of Medical Care.*

*New Plans of Medical Service*, issued by the Rosenwald Fund.

Summarize the material in these bulletins on the costs of medical care, and on the insecurity of the general practitioner's income.

From the bulletins give examples of the following types of medical service, and explain fully the advantages and disadvantages of each: (1) The privately owned group-practice unit (Mayo Clinic); (2) The group-practice unit which applies the periodic or group payment system (the Ross-Loos Clinic); (3) The coöperatively owned group-practice group offering complete medical and dental service on a flat monthly or annual fee basis (The Farmer's Union, Elk City, Oklahoma); (4) Group hospitalization (Hospital Care Association, Durham, and the Hospital Savings Association, Inc., Chapel Hill); (5) Industrial Medical Services (Roanoke Rapids Community Service, and United Mutual Aid Association, Spray and Leaksville); (6) Plans sponsored by medical societies, calling for volunteer budgeting.

#### *Periodicals:*

"The Case of John A. Kingsbury." *The Nation*, June 24, 1936.

"The Attack on Group Medicine." *The Nation*, July 4, 1936.

"Whose Medicine?" *The Nation*, July 11, 1936.

"Toward a Socialized Medicine." *The Nation*, Aug. 1, 1936.

"Where Doctors Send No Bills." *Reader's Digest*, July, 1935.



## 3. WHY CHILDREN DIE

*Why Keep them Alive?* by Paul de Kruif.

Tell how badly-burned children might be saved. Discuss "The People's Death-fight." How could tuberculosis be completely wiped out?

Summarize: "Drouth is a Blessing," "Children of the Shadows," De Kruif's analysis of why children die.

*Additional References:*

Schlink, F. J. *Eat, Drink, and be Wary.*

Clendening, Logan. *The Human Body.*

Malmberg, Carl. *Diet and Die.*

Palmer, Rachel L., and Sarah K. Greenberg. *Facts and Frauds in Woman's Hygiene.*

*Periodicals:*

"Why Should Mothers Die?" *Reader's Digest*, Aug., 1936.

"They Brought Our Children Health." *Forum*, April, 1936; *Reader's Digest*, May, 1936.

"Health Inventory." *Time Magazine*, Oct. 7, 1935.

## CHAPTER X

### THE EDUCATED CONSUMER

It is Dr. Myerson's belief that "the most successful commercial minds of America are in a conspiracy against the poor Housewife to make her discontented with her lot by increasing her desires." At first glance this seems like an over-statement, but a second glance at the advertising pages of almost any magazine will lend conviction to the view. "Conspiracy" seems a strong word, connoting bloodshed, death, and the plot for power. One wonders who has such evil designs against the domain of the housewife. And that is what the following books set out to tell, complete with names of the conspirators.

That the housewife is made discontented with her lot is only one of the consequences of buying at the behest of the advertisers. The following books assert that not only is her life poisoned by discontent, but by more material and certain poisons that she buys under the name of food, medicine, and cosmetics. They name a nationally advertised toothpaste that contains three times enough poison to kill an adult—and has, in fact, been quite successfully used as a means of suicide. They warn the reader against certain chemical preservatives used in meat and other foods, dangerous chemicals in beauty preparations, and drugs such as the headache tablets that cure headaches somewhat as the guillotine did.

Until women learn to be more discriminating as consumers, they will continue to pay good money for shoddy products. The government could do something to protect them, but will not do so until the average housewife learns to clutch her pocketbook and make herself heard over the din which is created in legislative halls by the small groups whose profits would be cut by the badly needed pure food and drug laws.

Until that time, there are in America a few consumer's organizations that are doing on a small scale what is done nationally in countries such as Denmark and Sweden. Homemakers owe it to their budgets to investigate the possibilities of these organizations. In real earnest, they owe it to their families' safe-guarding to support the attempts that are being made to get effective pure food and drug legislation past well-paid lobbyists.

*How to Spend Money*, by Ruth Brindze, covers the field of household buying adequately, but readers who are interested in a more detailed study of budget-making and the economic problems of the family are referred to the college textbooks by Reid and Kirk.

### *Subjects for Study*

#### 1. HOW TO SPEND MONEY—AND HOW NOT TO SPEND IT

*Managing Personal Finances*, by David F. Jordan.

"Spend wisely, and grow rich! To live a full life, you must not merely have money, you must know *how to spend it*. This book emphasizes the general principles of intelligent spending. It tells you exactly what to do about the management of your personal finances, how to do it, *and why*."—Editorial note.

*Counterfeit*, by Arthur Kallet.

Summarize this author's suggestions as to the best soap, toothpaste and gargle. Cut from magazines and mount on a piece of cardboard some current advertisements of products which he lists as dangerous to health.

Following the suggestions in Chapter 33, analyze the advertisements under discussion. Explain how advertisers get testimonials.

Summarize chapters 14, 15, 16, 26 and 36.

*How to Spend Money*, by Ruth Brindze.

Selection of ready-made clothing: on two cards, list the special points that a woman should check before buying ready-to-wear clothing, and that a man should check in buying a suit or overcoat.

Summarize the material on the selection of hose and shoes. If possible, display old shoes cut apart to show the difference in good shoes and poor.

Give the tests for silk, wool, cotton, rayon, linen. Show the illustrations of these tests made by Kallet.

Food Selection: Discuss the meanings of the grade labels on cans, illustrating with as many labels as possible. Show the Department of Agriculture brands which some chain stores (such as the A. & P.) carry. To what extent can the consumer tell from the label about the quality of the product?

Display on a card the list of products that should be found in every home medicine cabinet. Compare this list with the findings of Kallet and Phillips.

Discuss the guides to the selection of meat, milk, fresh vegetables and fruits. Display the Department of Agriculture's bulletins on these foods.

What can women do to help bring about pure food and drug legislation?

## 2. HOW NOT TO BECOME BEAUTIFUL

*Skin Deep*, by M. C. Phillips.

The black-list: List or mount current advertisements of the preparations that this book places on the black-list of dangerous cosmetics.

Summarize this author's recommendations as to the best soaps, creams, powders, and other cosmetics. How do the prices of these articles compare with those on the black-list?

How safe a guide to cosmetics and drugs are the articles in women's magazines? Compare the discussion in this book with that in Kallet and Brindze on the unreliability of woman's magazines. Why is this true?

What was the Tugwell Bill and what happened to it? Sketch briefly the history of cosmetic legislation. What can women do to get adequate legislation?

## 3. A DENTIST GOES TO BAT

*Paying Through the Teeth*, by Bissell B. Palmer.

Compare this dentist's survey of toothpaste and mouthwash preparations with the information given in Miss Brindze's books.

Make a black-list of the preparations he warns against. Display current advertisements, and explain why the preparations are dangerous.

On a second sheet list the preparations that this dentist recommends. Do you find advertisements for them? How do they compare in cost with those on the black-list?

What does he say about the attempts to get pure food and drug legislation? List on a card, and discuss in detail, his suggestions for provisions for good legislation in this field. How can club women help with this work?

## CHAPTER XI

### AND SO THEY WERE MARRIED

And what happened afterward is described by Dr. Hamilton and Kenneth Macgowan in their book *What is Wrong with Marriage*. The sad conclusion reached by this survey of two hundred married New Yorkers is that by the time the unhappy marriage has revealed itself, it is about twenty years too late to get at the cause of the trouble. Many unhappy husbands and wives, these authors say, have been so thoroughly warped by the training and environment of their childhood that by the time they marry it is too late to change. This book, by the way, offers pointers for parents who want their children to have happy marriages when they grow up.

But adults of today cannot retire to live like Diogenes in a barrel because they have been given a bad start. Hopefully for them, there are psychologists who believe that personalities warped in childhood can be remolded nearer to the heart's desire of husband or wife, if the effort is made with understanding and sincerity.

Of these is Dr. Hornell Hart, whose book *Personality and the Family* grew out of a long teaching experience. Where Dr. Hamilton would use the surgeon's knife for ailing marriages, Dr. Hart suggests that occupational therapy be given a chance. That is, he mentions some concrete things that can be done to promote family harmony. And *Marriage in the Modern Manner* and others on the additional reading list share this constructive viewpoint.

More and more people are agreeing with Dr. Ernest Groves that men and women need to prepare themselves for marriage just as they do for a career. For the past decade Dr. Groves has given senior men at the University of North Carolina a course in marriage. It is interesting to note that this course was first established at the request of students, proving that young people realize the need of preparation for marriage. *Marriage* is the text-book developed for use in this course. It is only one of the many valuable books on this subject written by Dr. Groves.

In undertaking a study of modern marriage it is well to keep in mind the long-range viewpoint expressed by Dr. Abraham Myerson about the "ideal marriage":

"How often is it (the 'ideal marriage') closely approximated? Experience says seldom. That implies no reproach against mar-



riage, for we are to judge marriage by the rest of life and not by an ideal. A world in which great wars occur frequently, in which economic conflict is constant, in which sickness and disaster are never absent; where education is occasional, where reason has yet to rule in the larger policies and where folly occupies the high places—why expect marriage to be more nearly perfect than the life of which it is a part? To be reasonably comfortable and happy in marriage is all we may expect.”

### *Subjects for Study*

#### 1. STUDY OF TWO HUNDRED MARRIED MEN AND WOMEN

*What is Wrong with Marriage*, by Gilbert V. T. Hamilton and Kenneth Macgowan.

Explain why and how this study was made. Give examples of the types of questions asked. Compare the verdict of the men with that of the women as to what was wrong with their marriages. Compare the attitudes of these people with their ratings in terms of married happiness.

Condense and read the author's summary of conclusions and suggestions for new marriage and divorce laws.

#### 2. TOWARDS DOMESTIC HARMONY

*Personality and the Family*, by Hornell and Ella Hart.

Summarize the authors' suggestions for establishing creative relationships in a marriage: "the process of creative accommodation."

Compare their list of rules with those in the article "How to Stay Married" (*McCall's Magazine*, February, 1936; or *Reader's Digest*, April, 1936).

#### 3. A SCHOOL FOR MARRIAGE

*Marriage*, by Ernest R. Groves.

Discuss chapters XI, XIX, XX and XXX.

This author has for years advocated the establishment of a bureau for matrimonial assistance. What progress is there today in this field? See the *Annals of the American Academy of Political and Social Science*, March, 1932, pp. 144-64.

#### *Additional References:*

Binkley, R. C. and F. W. *What is Right with Marriage*.

Wile, I. S., and M. D. Winn. *Marriage in the Modern Manner*.

Groves, Gladys H., and Robert Ross. *The Married Woman*.

Groves, Ernest R., and Lee M. Brooks. *Readings in the Family*.

Popenoe, Paul. *Modern Marriage*.

Sanger, Margaret. *Happiness in Marriage*.

*Periodicals:*

"How to Stay Married." *McCall's*, Feb., 1936; *Reader's Digest*, April, 1936.

"Crusader for Happier Marriages." *Reader's Digest*, August, 1934.

"To Live Happily Even After." *Reader's Digest*, May, 1936.

"Marriage as a Career." *Harper's*, Aug., 1936; *Reader's Digest*, Sept., 1936.

## CHAPTER XII

### THE MIND IS ITS OWN PLACE

"The mind is its own place and in itself  
Can make a heav'n of hell, a hell of heav'n.

Milton, *Paradise Lost*.

What is mental health? Dr. Carl Menninger, author of *The Human Mind*, defines it as an "adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness . . . the ability to maintain an even temper, an alert intelligence, socially considerate behavior, and a happy disposition."

And to what extent can the average individual learn to make this adjustment successfully? Well, we can't all give pointers to Einstein, but most of us, say the psychologists, could do far better than we do. "Predestination" is a shrunk garment that no longer covers our sins. The distinguished surgeon Dr. Alexis Carrel thinks that the powers of mind and emotion can bring about miracles. This statement, made after his life-time of study, occurs in a foot-note in his recent book *Man the Unknown*. It has rattled the test-tubes in many a school of medicine, but it is hard to dismiss Dr. Carrel with the usual epithets.

Leaving miracles strictly outside our expectations, each of us may still hope to cast out the personal devils of discontent, worry, and self-depreciation. The special references cited in this chapter have been selected because they offer a number of practical suggestions for outwitting bad habits and attitudes and replacing them with a constructive technique for living. The additional reference list is for readers who want to follow up the subject of personality maladjustments. The authors of the first group are writers who approach the subject from the viewpoint of the normal individual who wants to make the most of his life. The authors of the second groups are professional psychologists whose books are for the most part meant for those already familiar with the fundamentals of psychology.

"Know yourself!" is the key-word upon which both groups agree. Know your physical type, in order to make the most effective use of your store of energy. Know your mental type in order to recognize the nature of your moods. When you feel as did the Russian artist

when she flung the dining-room clock into the sea, it is better for domestic harmony if you realize that the despondency is caused by a periodical mood rather than by the inhumanity of your (comparatively) innocent husband and children.

"Know human nature!" and don't expect too much of it, say the psychologists. Human nature has made some progress from savagery, but it is still better to keep a weather eye upon it than to invest it with ideals. The traditional attitude of the Victorian lady was that of the three monkeys who neither saw, heard, nor spoke evil. The modern woman knows that in order to cure an evil, you need to know where it goes home to roost.

### *Subjects for Study*

#### 1. ON "FOOLS OF REASON"

*The Return to Religion*, by Henry C. Link.

How did Dr. Link happen to turn from agnosticism to religion? Tell something about his experiences with patients and how he began to take his own advice.

Discuss Dr. Link's criticism of higher education, and the emphasis upon mental development. Summarize his views on child training, love and marriage, social planning, and "the abundant life."

#### 2. A HANDBOOK FOR SUCCESSFUL LIVING

*Wake Up and Live!* by Dorothea Brande.

Explain fully what this author means by the will to fail, and the rewards of failure. Mention some of the useless "duties" that women sometimes invent to excuse themselves from the effort of living socially useful lives.

Quote this author's formula for creating a state of mind that will lead to successful action. What are her ten disciplines for developing a keener and more flexible mind?

#### 3. GUIDEPOSTS TO MATURITY

*Women After Forty*, by Grace Loucks Elliott.

What problems does this author discuss? Summarize the chapters you consider most significant.

Give the author's definition of maturity. Discuss the causes, symptoms, and consequences of immature attitudes in an adult. How may maturity be attained?

Comment on the following statements, or upon others of your own selection:

"When an individual undertakes a task there are tensions generated which are not relieved until the task is completed."

"Whenever life takes away any of the accustomed goals, so that the individual feels unnecessary, growth ceases."

"Adequate ends can release almost superhuman energy, patience, endurance."

"Without relation to humanity man can achieve no individual development."

Discuss some of the "adequate ends" that this author proposes for the later stages of a woman's life.

*Additional References:*

Pitkin, Walter B. *Life Begins at Forty*.

Stopes, M. C. *Change of Life in Men and Women*.

Wolfe, W. B. *A Woman's Best Years*.

#### 4. SOLITARY WOMEN, STEP THIS WAY!

*Live Alone and Like It*, by Marjorie Hillis.

Summarize this writer's suggestions for making the most of a solitary life, and comment on those points that are equally applicable to married women.

Briefly discuss the central idea in each chapter, and quote some of the delightful "case histories" and comments.

Comment on the following suggestions: "There is not much use in thinking of yourself as Ina Claire and then acting like Zenobia Frome," "When you live alone, practically nobody arranges practically anything for you," "Every woman should have a smattering of knowledge about practically everything," "For heaven's sake be something!" "You can apply all of our pet principles on a very small salary."

*Under Green Apple Boughs*, by Lucile Grebenc.

Tell the story of this woman's search for work, her decision to wrest a living from the earth, her fears, labors, and the answer she found.

Discuss the resources which her farm yielded: list the fruits, vegetables, and herbs that she raised and preserved. Tell something about her reconstruction of the house and garden, and her battles with natural and human pests.

Which book do you think offers the best answer to the problem of the solitary woman?



## A COURSE IN CHARM

Not long ago a college president asked himself "Why do girls fail in their college work and in their social relationships, and what can the college do to help them?" Where most of his colleagues contented themselves with arranging a series of talks in chapel, this man, Dr. James Madison Wood of Stephens College, Columbia, Missouri, decided upon a course of action instead.

First he brought to the campus a woman psychologist whose work it was to find the causes of the self-consciousness that kept some girls from expressing themselves in class. Then he added a course in social dancing to the required gymnasium work, a course in conversation to the English work, and a course in dress advice to the art department. When results eloquently justified these innovations, Dr. Wood, after a consultation with the Hollywood designer Adrian, brought to Stephens college two women experts in dress design and in personal grooming.

Everyone of us would like to attend his school; instead we do the next best thing, and get our rehabilitation by correspondence. The books on the following list agree with Dr. Wood that charm, conversational attractiveness, and the ability to dress becomingly can be learned just as cake-making can be learned, by following a good receipt faithfully. The receipts suggested by these books agree. Every woman, these authors believe, can become more charming—but not by sitting back and hoping that time alone will effect this desirable change!

Mary Brockman's book is selected for two reasons. In the first place, it is a book that mothers may hand to their daughters with the reasonable assurance that it will accomplish desirable results and save a good many words. In the second place, it is a book that a woman of any age can read with both enjoyment and profit. Dr. Béran Wolfe's book is for a woman who sees middle-age just around the corner. It is interesting to see how closely his advice agrees with the practices of a very successful woman, Mrs. Anna Steese Richardson, whose article "I Love Life at 70" is listed below.

Dr. White, teacher and lecturer on applied psychology for a decade, wrote *The Psychology of Dealing with People* because he



had observed that the problem of deepest concern to many people is how to get along successfully with others. The principles that he advances remind us of those that Benjamin Franklin worked out for himself, when he wanted to get along well with the crabbed city fathers because he needed their support in establishing a public library, a volunteer fire department, and other measures for the public good.

In fact, the principles advanced by Dr. White are very like those that guided the lives of many of the women we have studied in this course. It may be objected that many of these women were endowed with personalities and backgrounds that made success easy for them. By way of meeting this objection we include in the additional reading list Juanita Harrison's *My Great, Wide, Beautiful World*. Juanita, a southern Negro with only herself to depend upon, worked her way around the world, and left a trail of friends—and of desolate housewives—behind her.

### *Subjects for Study*

#### 1. JUNIOR AND SENIOR COURSES IN CHARM

*What is She Like*, by Mary Brockman.

*A Woman's Best Years*, by W. B. Wolfe.

Summarize Miss Brockman's book. Discuss any material that applies to women as well as to girls.

Give Dr. Wolfe's ideas about the best attitude for parents to display towards the adolescent child.

Discuss the following sections, or make your own selection: "The modern woman versus old man time"; "The cultivation of 'plus' gestures"; "Outwitting stodginess"; "The amenities of maturity"; "Finding your niche after forty"; "Pitfalls and safeguards."

*Making the Most of Your Looks*, by Dorothy Stote.

Give the gist of the following topics: "In which we discuss some fundamentals"; "Heart-to-heart talks"; "Practical beauty aids"; "Special beauty problems."

Summarize the material on the selection of becoming colors, and on the costume problems of the average, the tall, the stout, the short woman, and the business woman. Discuss the selection and testing of fabrics.

## 2. HANDBOOKS OF HUMAN RELATIONS

*Getting Along with People*, by Milton Wright.

Understanding human nature; what qualities do people like in those about them?

Adapting one's self to others; the eight rules for saying no; Chesterfield and Franklin on conversation.

The four principles of reputation building; how habits are changed.

*The Psychology of Dealing with People*, by Wendell White.

Ways and value of presenting one's ideas indirectly. List some of the methods this author gives for removing objectionable ideas inoffensively, and for enabling others to gain distinction for ability.

The use of psychology to prevent wrong-doing; how a knowledge of psychology can reveal the true motives behind gossiping, criticising, domineering, stealing, and how these things can be lessened. Suggestions for furthering mental health.

A display of advertisements may be used to illustrate the various methods of presenting ideas indirectly, and of appealing to the various human desires.

## 3. BY WAY OF ILLUSTRATION

*My Great Wide Beautiful World*, by Juanita Harrison.

Tell about Juanita's childhood, how she first began to want to travel, and how she succeeded in carrying out her plans.

Illustrate with quotations from the book Juanita's attitude towards the people of all countries. Quote her observations about the customs, religions, dress, and food of the various countries she visited. Sum up her personal philosophy.

*Additional References:*

Hempstead, Laurine. *Color and Line in Dress*.

Story, Margaret. *Individuality and Clothes*.

*Periodicals:*

"A College Course in Charm." *McCall's Magazine*, September, 1936.

"I Love Life at 70," *Physical Culture*, April, 1936; *Reader's Digest*, May, 1936.

"Victorians Had a Word for It." *Reader's Digest*, July, 1935.

## CHAPTER XIV

### A FIVE-YEAR PLAN FOR THE HOME

If the Soviet Union has demonstrated one thing to the world, it is that where there is a plan, incredible things can be accomplished. The average homemaker might take a hint from the material success of the Russian Five-Year Plan, and set up her own miniature five-year plan for homemaking.

The young homemaker's first step in planning must be the formation of a creative attitude towards her job, imaginative and experimental. She must convince herself that the skills necessary to successful homemaking are no more instinctive than is the ability to drive a car or to play tennis. And that to transform money into goods is a type of service of no less importance than to transform mental and physical skill into money. For the woman who is skilful in managing the household finances gives her family a real income that is markedly higher than the same income in the hands of the wasteful woman.

Eighty-five percent of the women of America must run their homes on an income of less than twenty-five hundred dollars a year—a magician's trick decidedly not done with the aid of mirrors! And usually done, unfortunately, without such aids as the magician's training and his book of tricks. Yet it calls for magic, our sentimental belief that the marriage ceremony automatically transforms an untrained girl into a competent homemaker. As well expect her to become a good nurse, architect, banker, or interior decorator without benefit of training.

The homemaker's second step, then, is to make a long-time plan for the use of the family income and for the development of the homemaking skills. The books listed below will furnish many valuable suggestions to go into a home notebook for permanent planning. Such a notebook should include a budget, which is the straight, painful, and narrow path leading to the richest family life possible on a given income. It should include a question or two about time-budgeting as well, which may throw new light on the making or the buying of certain articles, or the marketing by car instead of by telephone. It should contain lists of equipment necessary to comfort or to efficiency, which may be bought one by one as finances permit.

Such a list of "Things We Need Next" is a first line of defense against the heavy artillery of the advertisers of the things you don't need.

*The Book of Table Setting* will furnish notes for such a list. To the stern realist the purchase of a set of red goblets may not represent necessity, but the homemaker who must deal out plates and glasses three times a day knows that variety is the spice of table-setting. Notes about new combinations of dishes and accessories will provide much pleasure at little expense.

Not one notebook but several will be necessary to house the homemaker's ever-growing collection of favorite receipts. For a long while American cookery was in disrepute. According to European epicures the pioneer ideal of quantity rather than quality dominated our cuisine. Our salads lacked *chic*. Our desserts were over-weight. We mismated mayonnaise and fruit. But prophets, scanning the horizon, say that a new day is dawning, a renaissance of cookery. Following is a list of handbooks for the pioneers in this movement.

### *Subjects for Study*

#### 1. FUNDAMENTALS OF RUNNING A HOME

*Fundamentals of Home Economics*, by Milton B. Jensen, Mildred R. Jensen, and Louisa Ziller.

Show how this book can be very useful in training children to take an interest in the home.

Sum up the information in "Your Home and the Work Done There" and "You and Your Needs" that is applicable to adults as well as to young people.

Select for discussion other useful sections of the book, concentrating on subjects that are not discussed elsewhere in this program.

#### 2. RENAISSANCE IN COOKERY

*The Settlement Cook Book*, by Mrs. Simon Kander.

*The Boston Cooking School Cook Book*, by Fannie Merritt Farmer.

List the topics discussed in the cook book you are using. Select for reading aloud any practical and unusual household rules. Summarize the material about feeding the family.

Make out a list of the most common vegetables in season and suggest unusual methods of preparing them. List some inexpensive meat substitutes, and some practical but unusual salads and desserts. Summarize the material about preserving and pickling of fruits.

Display the magazines of the Boston Cooking School. Discuss any articles that seem especially stimulating.

## 3. ENTERTAINING TABLEWARE

*The Book of Table Setting*, by Dorothy Biddle and Dorothea Blom.

Briefly sketch the history of our table equipment.

Table Covers: Discuss the selection of table covers for informal and for formal meals. What principles of texture, color, and form must be considered?

Dishes: How do the principles of texture, color, form, and pattern apply to the selection of dishes? What cloths and accessories should be used with pottery?

Discuss the selection and use of glassware and silverware. List some inexpensive accessories that add to the attractiveness of a table. Discuss the use of flowers.



## FURNISHING THE HOME

The homemaker's notebook usually bulges with suggestions for a new house or for new furniture to replace that which has grown old in active service. For this section Emily Post has many an idea in her comprehensive book, *The Personality of a House*, and Anna Rutt in her less detailed but very interesting *Home Furnishing*.

Even when it is not possible to build a new house and to buy any major pieces of furniture, much may be done to make a house charming at little expense. Unattractive or inefficient areas may be improved inexpensively if some member of the family can handle saw and hammer and paintbrush with a fair degree of skill. Any woman who can fit a garment on a child will find that making a slipcover for the sofa is duck-soup in comparison. Gunnysacking, dyed or in its natural color, takes on a surprising dignity when elevated to living-room windows or used for slip-cover material.

The books on this list suggest that much may be done merely by the elimination of useless objects and the rearrangement of those that are left. Many houses seem to have been furnished on the flotsam and jetsam principle, with objects left by preceding waves of relatives and bargain sales. One can determine whether or not one's own home gives such an impression by ringing the doorbell, and entering with a critical look, just as one's worst friend probably does.

If habit and sentiment can be divorced from what you see, the result will be some frantic scribbling on a notepad, and a crop of ideas for the "what to buy next" list. It is usual to find that things have been creeping in, making themselves at home on bookcases, wall-spaces, and tables. The mantel may be found packed, as if ready for instant flight. The sewing-room chair may be surprised in the act of social-climbing, associating with its living-room betters.

That an attractive home is not an unnecessary luxury is proved by the study of thousands of broken homes and by the sad records of criminal courts. In a recent article upon the most frequent causes of divorces, Farnsworth Crowder gives the following advice to married couples:

*"Own things.* Possessions—furniture, a house, land—are mooring posts. Couples unattached to material things are in danger of



drifting apart. To have a stake in a home, or a motor-car, or a dining-room suite, or a new pup, is akin to having a stake in children. The shared scheming, saving, and sacrificing, to the end that a pair may have substance, is simply to share life. And what is marriage, if it isn't that?"

### *Subjects for Study*

#### 1. FURNISHING THE HOME

*Home Furnishing*, by Anna H. Rutt.

Discuss briefly the styles of houses used in the United States, and the furnishings suitable for each.

Give the chief characteristics of the traditional styles of furniture, illustrating with photographs or sketches clipped from magazines. Discuss the twentieth-century furniture; why it evolved, where it is appropriate, how to select it.

Discuss the art components of interior decorating: pattern, texture, line, scale, color.

Summarize the chapters dealing with the selection of accessories, textiles, pictures, and lamps.

(The material in this topic might be divided into two papers, the first dealing with the styles of houses and furniture, and the second dealing with the principles of interior decoration.)

#### 2. MAKING THE MOST OF ONE'S POSSESSIONS

*The Home Owner's Hand Book*, by C. B. Smith.

Study the section devoted to kitchen efficiency, and discuss the most useful and practical suggestions.

Give a summary of the contents of this book, with emphasis upon the features that would, at small cost, add to the comfort and attractiveness of an old house.

*The Personality of a House*, by Emily Post.

Discuss the technique of making the best of what you have by means of elimination, rearrangement, concealment; see chapters XIX and XX for inexpensive ideas.

Summarize the information on remodeling a ready-made house.

Discuss the underlying principles of the use of color, of the selection of furniture.

## ART IN HOME LIFE

The net result of much house-furnishing activity may yet remain as cheerless as a railroad waiting room. A house is not a home until the shell has been filled with life—the art with which this chapter deals. Many other topics might have been selected for discussion here, for art is long—but time is fleeting, and every course of study must come to an end somewhere.

The value of music in the home is too well known to dwell upon, yet modern homes have lost something of real value in the loss of home-made music. For music is more blessed to give than to receive (this may be taken in an ironic spirit by the family of the aspiring amateur). At least until taste outgrows talent, the amateur musician's efforts sound sweeter to his ears than does the perfection of the big broad-cast. In any event, radio and phonograph may be supplemented with such books as *Music in Everyday Life* to make listening to music an art in itself.

The necessity of a home workshop is usually pointed out quite firmly by the boys in a family. Yet Anna Rutt's book shows that the grown-ups of the family may use the workshop to very good advantage as well. If cellar or attic does not offer space for a workshop, it may be worthwhile to scuttle the guestroom rather than to let some craft-minded member of the family twirl his talented thumbs in idleness. The workshop makes for clutter, but psychologists and educators have learned that it makes for good citizens, well-balanced individuals, and contented families.

Chinese proverbs tell us that to choose is to create. Many choices must be made in the creation of worthwhile family life. A section in the homemaker's notebook might be devoted to long-time purposes for the family and plans for realizing them. "Where do we go from here, boys?" is a peace-time question that faces us all.

What avocations and hobbies will be of most value to the different members of the family, when measured in terms of a life-time? What community organizations will we choose to identify ourselves with? Where would we want to travel if it could be managed—and what steps can we take towards managing it? Such decisions underlie the art of living. To think such objectives through is to take a seven-league stride towards accomplishing them.

Home life, in short, may be made rich and creative through the exercise of initiative and choice. Routine may be invested with drama, anniversaries made much of. The homemaker's job may be as narrow as her own four walls, or as wide as east and west.

### *Subjects for Study*

#### 1. MUSIC HATH CHARMS

*Music in Everyday Life*, by Eric T. Clarke.

Discuss: Why people need music, how musical enjoyment may be increased, the modern conception of the proper teaching of music.

What effect has radio had on musical taste? How may the radio and the phonograph be used as aids to music appreciation?

Discuss part five, "Helps to Music."

#### 2. SAYING IT WITH FLOWERS

*Arranging Flowers Throughout the Year*, by Katharine T. Cary and Nellie D. Merrell.

Selection of plant material: Name some common flowers, seedpods and berries that may be used throughout the year, illustrating with photographs attractive arrangements of them. Give some suggestions for winter decorations.

Arrangement of flowers: Give the principles of flower arrangement, and discuss the common faults.

#### 3. THE HOME WORKSHOP

*Home Furnishing*, by Anna Rutt.

Describe the making of decorative textiles. If possible, display handmade textiles, block prints, tie-and-dye work.

Give this author's suggestions for furniture making.

*Art in Everyday Life*, by Harriet and Vetta Goldstein.

Discuss the material in Chapter X on solving an art problem. Summarize the material on how to make a design.

Give the principles used in mounting pictures, and display the illustrations in the text.

## SPECIAL REFERENCE BIBLIOGRAPHY

Addams, Jane	<i>Forty Years at Hull-House.</i> 1935. (6)	Macmillan	\$3.50
Biddle, D. & Blom, D.	<i>The Book of Table Setting</i> 1936. (14)	Doubleday	1.00
Brande, Dorothea	<i>Wake Up and Live!</i> 1936. (12)	Simon	1.75
Brindze, Ruth	<i>How to Spend Money.</i> 1935. (10)	Vanguard	2.00
Brittain, Vera	<i>Testament of Youth.</i> 1935. (4)	Macmillan	2.50
Brockman, Mary	<i>What Is She Like?</i> 1936. (13)	Scribner	1.50
Byers, Tracy	<i>Martha Berry.</i> 1932. (6)	Putnam	3.50
Cary, T., & Merrell, N.	<i>Arranging Flowers.</i> 1934. (16)	Dodd	3.50
Clarke, Eric T.	<i>Music in Everyday Life.</i> 1935. (16)	Norton	3.00
Collier, Virginia	<i>Marriage and Careers.</i> 1926. (8)	Channel Bookshop	1.00
De Kruif, Paul	<i>Why Keep Them Alive?</i> 1936. (9)	Harcourt	3.00
Elliott, G. L.	<i>Women After Forty.</i> 1936. (12)	Holt	1.25
Ely, Mary	<i>Adult Education.</i> 1936. (7)	Amer. Ass'n Adult Educ.	2.75
Farmer, F. M.	<i>Boston Cooking School Cook Book.</i> 1936. (14)	Little	2.50
Filene, Catherine	<i>Careers for Women.</i> 1934. (8)	Houghton	3.00
Fisher, D. C.	<i>Why Stop Learning?</i> 1927. (7)	Harcourt	2.00
Frost, H. A., & Sears, W. R.	<i>Women in Architecture and Land- scape Architecture.</i> 1931. (8)	Smith Coll.	.50
Goldstein, H. & V.	<i>Art in Everyday Life.</i> 1936. (16)	Macmillan	3.00
Grebenc, Lucile	<i>Under Green Apple Boughs.</i> 1936. (12)	Doubleday	2.00
Groves, E. R.	<i>Marriage.</i> 1933. (11)	Holt	2.80
Halle, F. W.	<i>Woman in Soviet Russia.</i> 1933. (2)	Viking	4.50
Hamilton, G. V. T., & Macgowan, K.	<i>What is Wrong with Marriage?</i> 1929. (11)	Boni	3.00
Hammond, H. P.	<i>Let Freedom Ring.</i> 1936. (3)	Farrar	2.50
Harrison, Juanita	<i>My Great Wide Beautiful World.</i> 1935. (13)	Macmillan	2.50
Hart, H. and E.	<i>Personality and the Family.</i> 1935 (11)	Heath	2.80
Hillis, Marjorie	<i>Live Alone and Like It.</i> 1936. (12)	Bobbs	1.50
Hoffman, Malvina	<i>Heads and Tales.</i> 1936. (5)	Scribner	5.00
Howes, E. P. & Beach, D.	<i>Coöperative Nursery School.</i> 1928. (8)	Smith Coll.	.75
Irwin, I. H.	<i>Angels and Amazons.</i> 1933. (2)	Doubleday	2.50
Ishimoto, Shidzuë	<i>Facing Two Ways.</i> 1935. (2)	Farrar	3.50
Jaffe, Bernard	<i>Outposts of Science.</i> 1935. (5)	Simon	3.75
Jelliffe, Belinda	<i>For Dear Life.</i> 1936. (6)	Scribner	2.75
Jensen, M. B., & others	<i>Fundamentals of Home Economics.</i> 1935. (14)	Macmillan	1.68
Jordan, D. F.	<i>Managing Personal Finances.</i> 1936. (10)	Prentice	3.00

Kallet, Arthur	<i>Counterfeit</i> . 1935. (10)	Vanguard	1.50
Kander, Mrs. Simon	<i>Settlement Cook Book</i> . 1934. (14)	Settlement	2.50
Langdon-Davies, J.	<i>Short History of Women</i> . 1927. (1)	Viking	o.p.
Lawrence, Margaret	<i>School of Femininity</i> . 1936. (2)	Stokes	3.50
	<i>Layman's View about Costs of Medical Care</i> . 1935. (9)	Rosenwald	
			gratis
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